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ABSTRACT

This paper considers leadership within colleges and universities toward creation of a continuum of professional development. Changes in the headship of schools/colleges/departments of education (SCDE) among member institutions of the American Association of Colleges of Teacher Education were studied, revealing that the mean "time in position" for SCDE heads is about 4.5 years, with a trend toward shorter periods of time. A survey of 255 individuals who left a position as SCDE head between 1983 and 1992 was then conducted, to gather information regarding the length of time it takes to develop, implement, and institutionalize a major professional development change. Respondents estimated that the average time required was 3.8 years, with a range from 0.5 to 10 years. About 84 percent of respondents stated that the length of time he/she served as head allowed enough time for one or more major programmatic changes. After leaving the headship, the greatest number of former deans/chairs accepted lower-level administrative positions or teaching/research positions at the same institution. The most frequent reason for leaving the headship was "frustration/burnout." The study concluded that continued shortening of the "time in position" of deans/chairs could eventually cause an inability to accomplish meaningful change. (Contains 25 references.) (JDD)

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WHO IS LEADING US TOWARD QUALITY PROFESSIONAL DEVELOPMENT?

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Introduction

The AACTE program organizers ask "how can colleges and universities provide the leadership to . . . [provide] a continuum of professional development?" Within that question is imbedded the question of who is providing the leadership within the colleges and universities for this purpose.

Are professional education leaders "in place" for long enough to "make a difference" in the programs of their respective institutions? What are the demographic characteristics of current professional education leaders? How do these differ from the demographic characteristics of professional education leaders of an earlier time? What influence might the change in demographic characteristics have on either the approach to program improvement or the types of program changes that might be advocated?

The senior author has studied the population of heads of education units within the AACTE membership, using the approximately-annual *Directory* of the association for each reporting period from 1983 to date. A large data base covering this decade was constructed such as to be able to analyze changes in the headship of schools/colleges/departments of education (SCDE's) among AACTE member institutions.

Among the findings to date are that:

1. The mean "time in position" for the head of the SCDE in recent times is about 4.5 years, with a trend toward a shorter period of time. There are not major differences in "time in position" across various characteristics of institutions (e.g., type of institution, size of institution, location of institution).

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2. The number and proportion of female heads of SCDE's has increased across the period of time of the study, with increases in all sizes and types of institutions.

The authors were interested in the following questions concerning SCDE leadership:

1. In general, how long does it take to develop, implement, and "institutionalize" a major professional development change at a typical institution? How does this compare with the typical 4.5 years of "time in position" for the head of the SCDE? What are the implications of any mismatch in time that might be found?

2. In general, are the leadership styles and areas of interest of female heads of SCDE's appreciably different from those of male heads of SCDE's? If so, what effect might this have on the approach to, substance of, and processes for institutionalizing a major professional development change at the institutional level?

3. How do factors such as (a) age, (b) nature/amount/recency of K-12 experience, (c) area of professional specialization, and (d) nature/amount of higher education experience of current heads of SCDE's compare with those of heads of SCDE's of an earlier time? What effect might any differences have on the approach to, substance of, and processes for institutionalizing a major professional development change at the institutional level.

4. Have internal (to the institution) organizational changes occurred over this time period, either facilitating or inhibiting programmatic changes?

5. What are the reasons for the shortening of the "time in position" for heads of SCDE's? To what extent are these reasons related to pressures/frustrations/turmoil associated with some major development change at the institution level?

Previous Research

Professional Development Change

A search of the literature, including ERIC documents, found no research on the amount of time necessary to develop, implement, and institutionalize a major professional development change. The only relevant literature dealt with individual examples of such changes. For example, Bright, et al. (1985) described a major change process at the University of Minnesota at Duluth which took four years to institutionalize.

Monahan, et al. (1983), in an article regarding fiscal planning, gave the length of time allotted for budget restructuring plans, including one five-year plan and one ten-year plan. Whorton, et al. (1985) gave a detailed explanation of the complete restructuring of the College of Education at Northern Arizona University, which took an amazingly short time--only six months. However, this restructuring was aided by a million dollar grant, a benefit obviously not often encountered.

Gender and Leadership Style

As stated above, the senior author found that the number and percentage of deans/chairs who are women has increased since 1983 (Robbins and Ehinger, accepted for 1994 publication). Women accounted for 20.3% of those holding the dean/chair position in 1983, but by 1992 30.8% of dean/chairs were women. This trend was observed by Anderson and King (1987), who also noted that at the time of their study the number of women earning the terminal degree in education exceeded men, 3770 to 3703 (Center for Statistics, 1987). This represented an increase of 78 percent over 1974 for females earning doctorates while doctorates for men declined by 37 percent during the same period of time (Otinger, 1986).

With the increase in women as heads of professional education units, the question arises: Will there be changes in leadership style based on gender? Because little or no data exist for styles specific to deans/chairs of education, a look was taken at leadership style differences related to gender in other managerial/administrative positions.

The Female Advantage (Helgesen, 1990) reported a study of several women in high managerial positions in the corporate world. Helgesen's observations of how women managed were significantly different than the stereotypical behaviors of men managers. Among her observations were that women possessed

> "an attention to process rather than bottom line, a willingness to look at how an action will affect other people instead of simply asking, 'What's in it for me'; a concern for the wider needs of a community; a disposition to draw on personal private sphere experience when dealing in the public realm; an appreciation of diversity; an outsider's impatience with rituals and symbols of status that divided people who work together and so reinforce hierarchies."

A study of college presidents' behaviors and attitudes found that, in general, "male and female college presidents maintain similar overall leadership behaviors and attitudes and gender was

not a significant factor" (Wheeler and Tack, 1989). However, men and women did differ in two specific leadership behaviors and four leadership attitudes. With respect to behavior, it was found that females agreed to a greater extent to try to achieve consensus, and that they smiled a lot. With respect to attitudes, females were more likely to disagree with the statement that they are concerned about being liked and felt that they should be perceived as self-confident. Males believed in the concept of merit pay to greater extent and disagreed less that they count committee meetings as mistakes (Wheeler and Tack, 1989).

Characteristics of the Dean

Cyphert & Zimpher (1976) found that education deans of the mid-1970's were, in general, "healthy and energetic, middle-aged, married, male, white, Protestant, Democrat academics from a relatively non-college educated, lower class, non-professional-managerial, native born, small town, multi-child family background." They further found that professionally, "American deans of education today [mid-1970's] normally hold the doctorate degree, have had some training in educational administration, entered the profession through public school experiences, advanced from there to the university faculty, and took the deanship directly from a position in higher education."

Andersen and King's (1987) demographic study of the deanship reported several pertinent results, including information on K-12 experience, age, ethnic background, years as dean, and gender. They reported that most then-current deans of education had substantial K-12 experience. For example, 37% of respondents stated that they had between four and seven years of K-12 experience, followed by 33% with nine years or more, 24% with one to three years, and only 6% with no K-12 experience.

In addition, 95% of deans were reported to have earned a doctorate in education. It was reported that 45% of education deans were 50-59 years of age, 8% were in their sixties, 33% were in their forties, and 6% were in their thirties. Regarding ethnic background, the Andersen and King study found that 88% of deans were Caucasian, and 12% were African American. No other minority representation was reported. The median "time in position" for deans was reported to be five years, a figure generally consistent with the mean of 4.5 years found by Robbins and Ehinger (accepted for 1994 publication). However, 33% of deans were reported to be female, a somewhat higher representation than found by Robbins and Ehinger.

Comparing the demographic picture of the dean/chair of the Cyphert and Zimpher (1977, 1978) studies with the picture portrayed by more recent studies (Andersen and King, 1987; Robbins

and Ehinger, accepted for 1994 publication), in many ways the dean/chair position has not significantly changed. Deans/chairs today appear to be of similar age and to have academic/experiential credentials that are similar to deans/chairs of 16 years ago. While the number and percentage of minorities and women among dean/chairs are increasing, the typical dean/chair is still white and male.

Organizational Changes

Reasons for and results of shortening of "time in position". It is well documented that the turnover rate among administrative positions is rather high. For example, Moore (1983) found that 58.3% of all academic deans had held their position for five years or less. Moore also reported that 51% of provosts and 59% of presidents had been in office for five years or less. Johns (1986) reported that the average tenure of a law school dean was only three-and-a-half years.

Minter and Associates (1993) reported that in an eight-year period, 22% of chief development officers left their jobs each year, with an average tenure of about four-and-a-half years. The study also reported that the annual turnover rate was 11% for librarians, 14% for personnel directors, 16% for student-life officers, 19% for chief academic officers and admission officers, and 21% for chief public-relations officers.

As noted above, in a previous research paper (Robbins and Ehinger, accepted for 1994 publication) the senior author found that on average, dean/chairs of education held their position for approximately 4.5 years, with a trend towards a shorter time in position.

The effects of this shortening of "time in position" are less clear. Hart (1991; citing Miskel and Cosgrove, 1985) asserted that "Succession is a 'disruptive event [that] changes the line of communication, realigns power, affects decision-making, and generally disturbs the equilibrium of normal activities.'" However, Rooney and Clark (1982) held that new deans can experience a "honeymoon period" where they are at least perceived to be more effective than deans who have been in their position for a longer period of time, particularly in areas such as financial support, teaching, and supporting faculty participation in decision-making.

Information on the causes of the shortening of "time in position" is scarce. Johns reported that the extremely short "time in position" for law school deans was due to frustration mounting from being overwhelmed with an abundance of routine trivia and paperwork. No information was found dealing with this question with respect to deans/chairs of education.

Method

Procedure

Little information has been found regarding the length of time it takes to develop, implement, and institutionalize a major professional development change. There is also scant literature with respect to our questions regarding the frequency of institutional changes which occur and the effect these may have on programmatic changes. No studies were uncovered dealing with the reasons for the shortening of "time in position" for heads of SCDE's. This study was designed to address these questions in particular, using as large a sample as possible.

The authors designed a survey to be completed by all those who left a position as the head of an SCDE between the years of 1983 and 1992. The names of these individuals were extracted from a database used for a previous research paper (Robbins and Ehinger, accepted for 1994 publication). This database had been created using the eight consecutive AACTE Directories from 1983 to 1991/92 (Madison, 1983, 1984, 1985, 1986, 1988, 1989, 1990/1991.)

The 15-item questionnaire was mailed to the 982 individuals who appeared to fit the criteria given above. These were mailed to the last institution at which each served, with instructions to forward as necessary. Of the 982 surveys mailed, 255 were completed and returned, six were returned with notices that the former dean was deceased, 25 were returned with a "no longer at this address" notice, and 17 were returned unanswered or incomplete because the individuals did not fit the criteria for the survey. The results of the 255 completed surveys are given below.

Results

Professional Development Change

The average time estimated by the former heads of SCDE's to develop, implement, and institutionalize a major professional development change at a typical institution was 3.8 years, with a range given from 0.5 to 10 years. Comparing this statistic with the mean "time in position" for heads of SCDE's, it seems that, in general, heads of SCDE's do have time completely to accomplish some changes, although exceptions obviously exist.

This finding is consistent with the results of another question in the survey, in which 84% of respondents stated that the length of time she/he served as head of an SCDE allowed enough time for one or more major programmatic changes.

Organizational Changes

To determine the frequency of major organizational changes which could either facilitate or inhibit programmatic changes, the survey included a section in which major examples of such changes were listed. The former heads of SCDE's were requested to reply as to whether or not such a change had occurred during the last five years of their service as head. Figure 1 shows the frequency with which each of these types of change occurred. The most frequently mentioned organizational changes were "A major internal reorganization" (37.5%) and "A major curricular change affecting many/most/all programs for which you were responsible" (43.5%).

It may be seen from Figure 1 that while more increases in the number of programs and number of faculty were reported than decreases in those areas, it was reported that there were more decreases in the size of the budget than increases. Thus, institutions are having to try to do more with fewer resources.

Reasons for Shortening of "Time in Position"

The nature of the shortening of "time in position" for heads of SCDE's was split into two questions in the survey. The first item dealt with what the former dean/chair did directly after leaving the headship. The greatest number of former deans/chairs accepted a lower-level job at the same institution. ("Lower level" included lower level administrative positions as well as teaching/research positions. However, several included a note emphatically stating that teaching was <u>not</u> a lower position than the deanship.) "Retiring from full-time work" was a distant second reason. Figures 1 and 2 include the data from this question.

The second question dealing with this topic asked former deans/chairs for the reasons they had for leaving the deanship. A list of 15 possible responses was given, of which any that applied were to be indicated. The most frequent response answer to this question was "frustration/burnout," followed by "a preference for teaching and research." Figure 3 reports the choices and the frequency of response.

Conclusions

The mean estimated amount of time necessary to develop, implement, and institutionalize a major dean/chair-initiated or dean/chair-supported curricular or professional development change was 3.8 years, less than the mean "time in position" of 4.5 years for the dean/chair position. Thus it appears that, in general, those holding the dean/chair position have time to

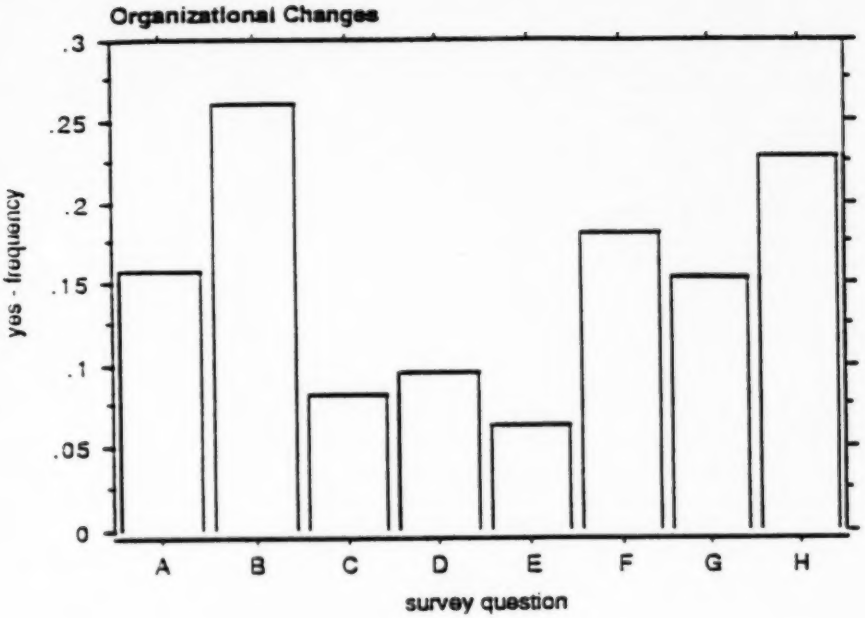
accomplish at least a few major changes. However, among the respondents, 16% believed that they did not have enough time to accomplish such a change. Continued shortening of the "time in position" of deans/chairs could eventually cause a much greater inability to accomplish meaningful change.

Based on the literature available, the growing number of women in the position of dean/chair of education will likely have an effect on the approach to, substance of, and processes for institutionalizing major professional developments. As women reportedly (and in general) put more emphasis on cooperation, diversity, information sharing, and a more process-oriented and holistic approach to leadership, we may see a shift in "style" in professional education leadership roles.

Deans/chairs of education are in many ways similar to those of previous decades, despite the trend toward an increase in the number and percentage of women and minorities holding the position of dean/chair. Some possible leadership consequences of an increasing number of women have been stated above. More minorities and women serving as deans/chairs will add diversity of background and perspectives to the field, as well as increase the possibility for different issues and opinions to be addressed.

Knowledge of the major reasons for the shortening of "time in position" may prove helpful in any attempt to improve the effectiveness of the dean/chair. The main reasons cited for leaving were, in decreasing order of frequency, frustration/burnout, a desire for more time for teaching and research, the completion of an agreed-upon time, age, and incompatibility with superiors. Reasons such as wanting more money or prestige, finding an institution with a more compatible mission, and desiring to live in a better community received relatively few affirmative responses.

Figure One



A: major internal reorganization
B: increase in number of programs
C: decrease in number of programs
D: increase in number of faculty
E: decrease in number of faculty
F: increase in size of budget
G: decrease in size of budget
H: major curricular change affecting most programs
I: other

Figure Two

Nature of leaving Headship

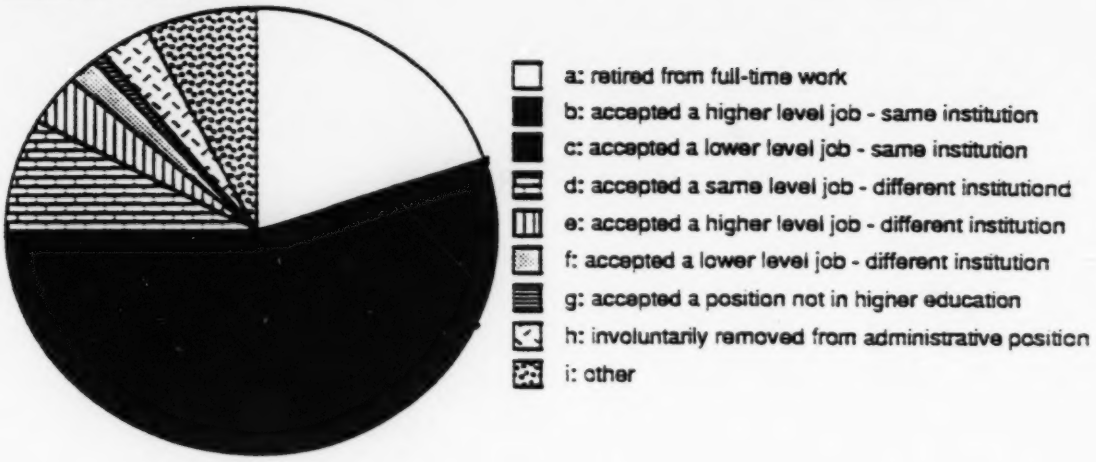
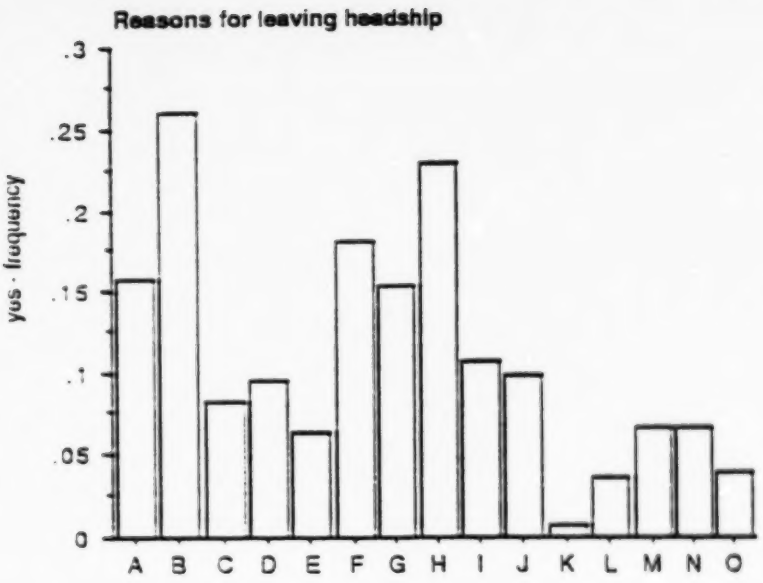

a: retired from full-time work
b: accepted a higher level job - same institution
c: accepted a lower level job - same institution
d: accepted a same level job - different institutiond
e: accepted a higher level job - different institution
f: accepted a lower level job - different institution
g: accepted a position not in higher education
h: involuntarily removed from administrative position
i: other

Table One
Nature of leaving headship

	Count	Percent
a	50	19.8
b	31	12.3
c	109	43.1
d	21	8.3
e	9	3.6
f	5	2.0
g	2	.8
h	8	3.2
i	18	7.1
Total	253	100.0

Figure Three



A: Age
B: Frustration/Burnout
C: Health Concerns (personal or close relative
D: Desire to spend more time with family
E: Pressure from superiors
F: Served agreed-upon period of time
G: Incompatible with superiors
H: Preference for more time for teaching and scholarly activities
I: Better salary and/or benefits
J: More prestigious institution/position
K: Better professional opportunity for spouse
L: Better community in which to live
M: More compatible institution mission/direction
N: Early retirement incentive
O: Lack of respect from faculty

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